



# How to Plan and Conduct a Career Day

When planning a Career Day, particularly one that will showcase people in nontraditional careers, think about the age group you will be targeting — elementary, middle school, junior high, or high school students. That will determine whether your objective will be to create career awareness, provide career exploration, or to recruit students into nontraditional programs. Your audience will also determine the types of speakers and styles of presentations that would be appropriate. Below are strategies and helpful hints on how to plan and conduct a Career Day for various age groups.

## Elementary Career Day

### Getting Parents Involved

A “Career Day” is an excellent chance to involve parents as speakers and to get them into their child’s classroom. Young students also enjoy their parents’ participation in class activities. Use the parent survey included in this activity to discover what parent resources (particularly those in nontraditional careers) are available, and to help plan the event.

Requesting information about hobbies, leisure time activities, and travel in addition to career information allows you to choose parent speakers who can share their experiences and emphasize the total career development concept, including lifestyle and leisure time/volunteer activities. The information can also help you identify parents who hold a variety of jobs and who may work in nontraditional careers and select parents whose careers align with your curriculum.

### Selecting a Career Day Theme

Although themes are not necessary for your career day activity to be successful, they can create a lot of interest and excitement for young students. At the elementary level, a career day can be connected to a special holiday event. For example, on Halloween provide students with a chance to dress up in clothes representing their career of choice. This is an excellent introductory activity for inviting speakers into the classroom, and to very simply introduce the difference between traditional and nontraditional careers.

Another theme for your career day could revolve around the 16 national career clusters identified in the tip sheet, “Nontraditional Occupations for Women and Men.” (The tip sheet is included in this CD.) Introduce students to the career clusters by using them as an organizational tool to connect certain careers with the curriculum. For instance, if one grade level has a unit theme on plants, a career day featuring the Agriculture, Food, and Natural Resources cluster can be used to reinforce this theme.

### Managing the Activity and Keeping It Age Appropriate

It is easier to plan and manage an elementary career day when the activity focuses on one or two grades, rather than the whole school. You can also save time and effort if you have the speakers move from classroom to classroom instead of the students.

Ask speakers to keep presentations to elementary students short and encourage them to include a short activity or demonstration to help keep the interest level high. Work with them to help keep their presentations age appropriate. For example, presenters should use a vocabulary easily understood by elementary students. Refer to “Student Characteristics” provided in this project guide to help presenters prepare their presentation.

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### Preparing the Students

Discuss good manners and appropriate behavior for when parents or speakers visit the classroom. Help students understand that these people are taking time away from their workplace in order to spend time with the students. Teachers may want to role plan the event so the students know what to expect.

Work with students who will be participating in the Career Day to prepare a list of questions to ask speakers about their careers. Explain to students that asking someone how much they earn is not an appropriate question because it is personal information. It is, however, appropriate to ask the salary range or entry level salary for a job.

For older elementary students, teachers may want them to keep a log or write a report about speaker presentations. They may be asked to select a career that most interested them and to learn more about it and prepare a one-page written report. By doing this, written communication (English) can be reinforced as part of the activity.

### Preparing the Teachers

It is the teacher's responsibility to see that students are getting the information they need. While the presenter is the expert on the career, the teacher is the expert on how the information should be presented to the students. The teacher should clarify questions or terminology, address appropriate comments or behavior, and help the speaker distribute any handouts to the students.

To help speakers prepare for career day presentations, teachers may want to visit the presenters' workplaces to learn more about business procedures, employee skills, and subject area skills that are needed for the various occupations. See "Suggestions for Teachers" in this project guide.

### **Middle School and Junior High Career Days**

Middle school and junior high students may have definite career interests and know which careers they want to investigate. At this age, they may also want more freedom to choose the career information they will receive. At this level, however, students may be better served by focusing on career exploration. Also, it is more difficult to plan a Career Day when students are given a choice of which presentations to hear. To provide students with opportunities to explore a variety of careers, planners can arrange for speakers to go to classrooms where the speaker's career reinforces a teacher's subject area. As students move from class to class, they will hear from a different speaker and learn about a different occupation, and they will see the relationship of the subject they are studying in class with the occupation.

If your school wants your students to provide input for the selection of speakers, you can ask them to name the career clusters or panels of speakers they have the most interest. This could be used as a guideline for obtaining speakers and also scheduling them into certain classrooms. A career interest questionnaire has been included in this activity for you to gather student input. At the middle school/junior high school level, it is important to build on previous experiences and to plan for future experiences as well. That way a school district can develop its career development program and keep from duplicating the same career information/experiences provided from K-12.

### Choosing Presenters That Represent a Variety of Careers

Career development activities for junior and senior high students should reinforce the concept that all career areas of interest have connected careers that require different amounts and types of education. Since, according to the Department of Labor, approximately 80 percent of jobs in the future will require one or two years of technical training rather than a college degree, it is important for students to be exposed to these types of careers.

Another consideration in speaker selection is the gender of the speaker. Students need to realize that careers are not “gender specific.” Speaking with a woman about working as an engineer or with a man about being a nurse has a much greater impact on the students than someone telling them that “anyone can have this career.” This is also true when exposing students to careers open to people with disabilities. Having a role model discuss his/her career has a great influence.

Again, it is important for speakers to plan their presentation as appropriate for middle/junior high school students. Teachers should help them prepare for their presentation by sharing characteristics of the students they will be addressing. Teachers should also provide presenters with a list of questions that may be asked by students about their career or interests.

### Planning for the Career Day

To prepare for the Career Day, teachers should discuss with their students what behavior is appropriate, what questions are appropriate, and what will be expected of them, such as a brief written report on a career of their choice. Teachers may want to prepare a list of questions for presenters based on student interest at this level and student input can increase their interest in learning more about the various careers. Teachers do have certain responsibilities toward the activity and may want to review the tip sheet “Teacher Responsibilities”, included in this project guide.

### High School Career Days

By high school, most students have some idea of the careers that interest them, and they will want to choose the career presentations they attend. This is especially true if your school has provided previous career exploration opportunities for the students throughout their education. Providing students with choices gives them a sense of independence and responsibility. It also increases student interest.

Teachers planning a Career Day may elect to have a Career Night instead so that normal class schedules are not disrupted. This activity may even be held after school. By holding it after hours, this activity becomes voluntary as opposed to required. The students who attend will want to be there. However, often the students who choose not to attend are the ones who would benefit from the activity the most. And, some students work after school or participate in other activities that could prevent them from attending this activity.

For high school students, you may also want to consider including training options and postsecondary education options as part of the Career Day. Booths could be set up in a common area so that representatives from the military, vocational schools, junior colleges, and four-year colleges and universities could provide information about programs offered through their institutions. Some schools prefer to hold a College Night separately from a Career Day to provide students and their parents with an opportunity to spend more time with the various representatives than may be allowed as part of a career day activity.

### Checklist for Planning Your Career Day Activity

The following checklist is general in purpose and applies to career day activities for any age group. Use this list to help guide your team as you begin planning a Career Day.

- ☐ Allow at least three months to plan your Career Day Activity.
  - Meet with the school principal at the beginning of the school year to arrange a date before the calendar gets too crowded.
  - Meet with faculty to enlist their support and to ask for volunteers to help plan and execute activity.
  - Determine the purpose and theme of your Career Day. If your purpose is to create awareness of nontraditional occupations, the committee will want to discuss how to integrate this topic into speaker presentations.
  - Select the target group (entire school or specific grade levels).
  - Identify your team and include faculty, administration, students, parents, and the business community to ensure “buy in” from all parties.
- ☐ Meet with faculty to share the purpose of the activity and how it will reinforce students’ normal subjects.
  - Emphasize that the speakers will discuss how subject areas are used in the world of work.
  - Encourage them to add an activity that relates to their subject area, such as learning more about the history of an occupation, giving a brief oral presentation about one of the sessions the student attended, more examples of how math is applied in various occupations, etc.
- ☐ Enlist help from student organizations (VICA, FFA, HOSA, FCCLA, etc.) to help promote the career day.
  - Encourage members to serve on the planning committee.
  - Select juniors to serve as student guides for speakers and to provide refreshments for speakers.
- ☐ Contact local civic/service clubs (Rotary, Lions, Kiwanis, Business Professionals, etc.) and ask for their support and encourage their participation in the event.
- ☐ Hold a committee meeting to establish subcommittees and chairs to begin planning for the Career Day (Publicity, Social, Program).
  - Provide committee members with a folder of materials related to the Career Day.
  - Establish a timetable for planning/hosting the event.
- ☐ Survey students to determine their career interests. A sample survey, “Career Day Planning Questionnaire,” is included in this project guide.
  - Explain the purpose of the survey to students and stress that a Career Day experience is a vital part of their educational process.
  - Enlist the aid of students to help tally/review the surveys to determine the careers that have the greatest amount of interest.
- ☐ Contact potential speakers and secure a commitment that they will participate in the Career Day.
  - Emphasize the need to incorporate an activity or demonstration into their presentation, such as how to use various tools, proper dress, safety gear, etc.
  - Ask speakers to discuss the educational requirements and skills needed on their jobs, and to reinforce the importance of school subjects, including math, science, and English.
- ☐ Send speaker confirmation letters and include two handouts, “Student Characteristics” and “Speaking to Students About Your Career,” included in this project guide.
- ☐ Call speakers the day before to confirm their schedule.
- ☐ Prepare and post the list of speakers.

- ☐ Plan for publicity.
  - Enlist the assistance of a media person if available.
  - Prepare a news release for the local newspaper and/or radio about the Career Day. See “Sample News Release” provided in this project guide. Follow up to ensure they received the information.
  - Provide an article for the school newspaper or ask a student reporter to write the article.
  - Prepare posters to use at the school and in the community to promote event.
  - Have the event announced at PTA meetings or other activities where parents will have access to the information.
  - Utilize school public address system to promote Career Day the week of the event to remind students and faculty of the upcoming event.
- ☐ Organize Career Day sessions and prepare student schedules.
  - Arrange for number of rooms needed, and set them up to accommodate speaker’s presentation and the number of students scheduled to attend session.
  - Arrange for audiovisual equipment as needed by presenters.
  - Appoint student guides to assist presenters and parents in attendance.
  - Prepare program for event.
  - Prepare nametags.
  - Ask teachers to prepare students for event (how to behave, interview questions).
  - Provide students with speaker information (when, where they will be presenting).
  - Prepare a hospitality room for the speakers.
  - Set up a command center so speakers, students, parents, and teachers have a place to check in and to ask for assistance.
  - Have teachers ready to substitute for speakers who fail to make it.
- ☐ Hold Career Day.
- ☐ Send thank you notes and a copies of the speaker evaluation form included in this project guide. to speakers. Use evaluations to plan for next year’s event.
- ☐ Ask students and faculty to evaluate Career Day. See sample evaluation for teachers and students included in this project guide.
- ☐ Send thank you notes to committee members.

### Establishing a Parent Resource File

A Parent Resource File is a great idea if teachers will really use it! This should be determined before the parents are asked for their help because parents will resent volunteering and then never being asked to speak. Teachers should be excited about the development of a file and its benefits before the file is established. The following five tips will help you set up a successful system.

1. The filing system used to file parents' names and the topics about which they will speak may dictate how much the file is used.
  - ✓ Use topics the teachers think correspond with the units or concepts they teach rather than job titles. For instance, a name might be used if filed under fossils rather than paleontologist. This would allow people who have a hobby connected to fossils to be listed in addition to those people employed as professionals in the field.
  - ✓ Each parent can be cross-referenced in many ways: job, hobby, travel experiences, subject areas used on a job, etc. For example, an architect could be listed under architecture, pyramids, bridges, tools, angles, materials, etc.
  - ✓ Use a "see also" card to list similar topics.
  - ✓ The cross-reference topic cards should list the student's name so that information such as the parent's phone number can be looked up in the student's file.
2. The filing system should be explained to teachers so that they know how to use it. A hands-on training session will acquaint teachers with the topics in the file and the resource parents available.
3. The Parent File should be easily accessible for the teachers. Locating it in the teachers' lounge is helpful because the telephone will be needed for contacting the parents. The school library is another convenient location.
4. Color coding of the student/parent names by grade is important so that the resource can move with the student to another building. This enables an entire group of parent names to be easily pulled from the file and inserted into another existing file. When the forms are originally sent home to parents, each grade level should be given a different color form.
5. It is important to explain the use of the file and the filing system to parents. If possible, it should be done in person, such as at a "Back to School Night" or PTA meeting. Each parent will complete a form. Since the top half will be separated from the bottom half of the form, parents need to complete both sections. If parents understand how topics they list will be used in the cross-reference system, they will take more time in listing information and topics. They will also provide the same information several times on different colored pieces of paper if they understand that the form moves with each child from building to building.

### Asking Parents to Help

The following letter may be typed on your school's letterhead and sent home with your students. The form on the next page should be enclosed with the letter. It allows the parents to share information about their work.

Date:

Dear Parents:

We are beginning a Career Development program in the \_\_\_\_\_ Public Schools to acquaint students with the "working world" of our community, state, and nation. We want our students to know how workers use the subjects they learn at school in their jobs. Students will have the opportunity to learn about specific occupations and the importance of the subjects they study in school.

You can help provide our students with new ideas and interests that enhance our classroom activities. We are asking parents and people from the community to visit our classrooms and discuss their occupations and roles in the world of work. Would you be willing to come to our classroom and share information about our occupation? We will provide a list of suggestions to help you plan your presentation.

Please complete the enclosed form and return it to your child's teacher. If you would like more information about the program, please feel free to contact us. We hope you will participate in our Career Development program.

Sincerely,

Enclosure

## Parent Resource File

\_\_\_\_\_ Public Schools is asking you to help our students learn about the world of work! Students need to become familiar with all phases and types of work — paid and unpaid.

Please complete this form and return it to the teacher.

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_

Address \_\_\_\_\_ Home Phone \_\_\_\_\_

**Father's Name** \_\_\_\_\_ Business Phone \_\_\_\_\_

Company \_\_\_\_\_

Address \_\_\_\_\_

Occupation \_\_\_\_\_ School Attended \_\_\_\_\_

School subjects especially needed on my job \_\_\_\_\_

\_\_\_\_\_

Hobby \_\_\_\_\_

Travel \_\_\_\_\_

Are there uniforms, pictures, tools, materials, etc., used in your work that you could bring to share with the student?

\_\_\_\_\_

When could you visit? \_\_\_\_\_

Day of Week \_\_\_\_\_ Time of Day \_\_\_\_\_

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_

Address \_\_\_\_\_ Home Phone \_\_\_\_\_

**Mother's Name** \_\_\_\_\_ Business Phone \_\_\_\_\_

Company \_\_\_\_\_

Address \_\_\_\_\_

Occupation \_\_\_\_\_ School Attended \_\_\_\_\_

School subjects especially needed on my job \_\_\_\_\_

\_\_\_\_\_

Hobby \_\_\_\_\_

Travel \_\_\_\_\_

Are there uniforms, pictures, tools, materials, etc., used in your work that you could bring to share with the student?

\_\_\_\_\_

When could you visit? \_\_\_\_\_

Day of Week \_\_\_\_\_ Time of Day \_\_\_\_\_



### **Career Day Questions for Elementary School Students**

1. What do you do in your job?
2. What is a typical day like on your job?
3. What hours do you work?
4. What school subjects are important for this job?
5. How and when did you decide to enter this job?
6. Did you have a career plan that you followed.
7. What do you like best about your work? Why?
8. What do you like least about your work? Why?
9. What changes have happened in your career area since you have been working?
10. What can I do to get ready for a job like yours?

### Career Day Questions for Middle School Students

1. How did you first get interested in your job? How did you decide on this career/job? What other alternatives did you consider?
2. What is a typical workday like? Would you change anything about your job?
3. What are your usual working hours?
4. What school subjects are beneficial to your career/job? How do you use these subjects?
5. What do you like best about your job? What do you like least about your job?
6. What personal characteristics are important in your job? (Working with people, data, things, good speaking and writing skills, working under pressure, working inside or outside.)
7. What type of training did you need, and how long did you train for this job?
8. What changes have taken place in your career since you began working? What changes do you see in the future?
9. Does your job depend on others? Could you tell us how this works?
10. Did you have a career plan to follow?
11. Did school prepare you adequately for your work?
12. How do you coordinate your family/home/job responsibilities?
13. Would you alter your choice of career if you were making the choice today? Why?

### Career Day Questions for High School Students

1. What subjects are beneficial to your career/job? How do you use these subjects?
2. What is a typical workday like? What type of interests and abilities would help a person be successful in your occupation?
3. What tools do you use?
4. What hours do you work during the day? Do you work different shifts? What are your working conditions? Do you work indoors, outdoors, or both?
5. Was this your first career choice? If not, what was your first career choice?
6. How long have you had this job?
7. What part of your job do you like best? Why? What part do you like least? Why?
8. What type of education/training is necessary for this kind of work?
9. What special benefits does your company offer its employees?
10. Does your work have any special safety requirements? Are you required to wear special clothing?
11. Does your job depend on others? Do you work in teams?
12. How has technology changed your job? What changes do you see in the future?
13. Are people with your skills usually needed? Where else can you work with your skills?
14. About how much money can a beginning worker earn for this kind of work?
15. How do you coordinate your family/home/job responsibilities?

### Career Day Planning Questionnaire

Name of Student \_\_\_\_\_

\_\_\_\_\_ *(name of school)* \_\_\_\_\_ will host a Career Day starting at

\_\_\_\_\_ *(time)* \_\_\_\_\_ on \_\_\_\_\_ *(date)* \_\_\_\_\_.

Will you attend?      Yes \_\_\_\_\_      No \_\_\_\_\_

**Circle two occupational areas in which you would like to work, and underline a specific job in each area. This will assist us in planning for speakers.**

1. AGRICULTURAL: agricultural engineer, farm manager, landscape architect, veterinarian,  
other \_\_\_\_\_
2. BUSINESS: accountant/auditor, actuary, advertising agent, clerical supervisor, computer  
programmer, other \_\_\_\_\_
3. CONSTRUCTION: architect, brick mason, carpenter, civil engineer, drafter, electrician,  
painter, other \_\_\_\_\_
4. DESIGN, COMMUNICATION, AND ART: actor/actress, commercial artist,  
dancer/choreographer, designer, florist, interpreter/translator, model,  
photographer/camera operator, research worker, writer/editor,  
other \_\_\_\_\_
5. EDUCATION: adult vocational education teacher, college faculty member, counselor,  
education administrator, elementary school teacher, librarian, secondary school  
teacher, special education teacher, vocational rehabilitation counselor,  
other \_\_\_\_\_
6. HEALTH: chiropractor, clinical laboratory technician, dental assistant, dental hygienist,  
dialysis technician, dietitian/nutritionist, electrocardiographer technician,  
occupational therapist, optician, pharmacist, physician, radiologic technician,  
registered nurse, respiratory therapist, surgical technician,  
other \_\_\_\_\_
7. MANUFACTURING: assembler (precision), bindery worker, chemical equipment operator,  
compositor and typesetter, machinist, millwright, numerical control machine-tool  
operator, photoengraver and lithographer, printer/graphic artist, sheet metal worker,  
other \_\_\_\_\_

**Career Day Planning Questionnaire (continued)**

8. PERSONAL SERVICE: barber, building manager, child care worker, cook/chef, corrections officer, cosmetologist, firefighter, flight attendant, food service manager, funeral director, police officer, postal supervisor, recreation worker, other \_\_\_\_\_
9. REPAIRERS AND MECHANICS: aircraft mechanic, auto body repairer, auto mechanic, biomedical equipment technician, computer service technician, diesel mechanic, heating and cooling mechanic, industrial machine repairer, jeweler, robotics technician, other \_\_\_\_\_
10. SALES: automobile salesperson, counter and rental clerk, insurance agent, manufacturer's representative, real estate sales agent, retail sales manager, retail salesperson, sales engineer, wholesale trade sales worker, other \_\_\_\_\_
11. SCIENCE AND TECHNOLOGY: aerospace engineer, biological scientist, biomedical engineer, broadcast technician, chemical technician, chemist, geographer, geologist and geophysicist, laser technician, marine engineer, mathematician, mechanical engineer, meteorologist, nuclear engineer, physicist, surveyor, other \_\_\_\_\_
12. SOCIAL SCIENCE: archivist and curator, clergy, economist, human services worker, judge, lawyer, marriage counselor, psychologist, social worker, sociologist, substance abuse counselor, urban and regional planner, other \_\_\_\_\_
13. TRANSPORTATION: air-traffic controller, airplane pilot, bus driver, dispatcher, industrial traffic manager, reservation agent, travel agent, truck driver, other \_\_\_\_\_
14. ARMED FORCES INFORMATION: Army, Navy, Marine Corps, Air Force, National Guard, Reserve Program, Coast Guard, other \_\_\_\_\_
15. LEISURE TIME ACTIVITIES: sports, chess, coin collecting, cycling, fishing/hunting, golf, gymnastics/dancing, horseback riding, lapidary/rocks, marksmanship, model airplanes/trains, motorcycling, outdoor activities/mountain climbing/camping/hiking, rodeo, sailing/boating, scuba diving, sewing, skating/skiing, wrestling/weight lifting, other \_\_\_\_\_
16. POST-HIGH SCHOOL PLANS: attend college, attend two-year college or some kind of training, attend technical school, go to work, enter Armed Forces, undecided, other plans \_\_\_\_\_

### Career Resource Survey

Our school is developing a resource file of speakers who can enhance the educational experiences of our students. There are several ways that you can help our students understand how their school subjects relate to their future jobs. For example, you could conduct a hands-on activity, having students do something that is a part of your workday; make a presentation, including tools and equipment, about your work, hobby, or special interest; or give a hands-on presentation on how math, science, English, or social studies fits into your job. Also, would you be willing to participate in a mentoring or shadowing program for our students? If you are willing to help our school, please provide us with the following information.

1. Name \_\_\_\_\_
2. Title or Topic \_\_\_\_\_
3. Address \_\_\_\_\_
4. Telephone number \_\_\_\_\_
5. Please describe briefly your qualifications and area of expertise or the type of program you might present. (If you need more room, please use the back of this sheet.)
6. How do you use math, science, English, or social studies in your job?
7. What are your hobbies or special interests that you would be willing to share with our students?
8. Please list the days of the week and hours you would be available to assist students?
9. Please give the name, address, and phone number of two persons in the community who can be contacted as references.
10. Are you willing to participate in a mentoring or shadowing program?

### **Duties of the Planning Committee**

1. After reviewing the Career Day Planning Questionnaire completed by students, brainstorm for names of possible speakers.
2. Ask committee members to call prospective speakers. Be sure to ask only one person to represent each job to avoid having two speakers discussing the same job.
3. At the time of contact, secure a definite “Yes” or “No” from the prospective speaker. This prevents any misunderstanding as time nears for the Career Day.
4. If at all possible, get speakers who are actively engaged in the work they discuss.
5. Be sure your speakers for Career Day know the time, place, and their responsibilities. Tell the speakers they will receive a confirmation letter from the counselor (see example on the following page). Each speaker should have a time limit and allow time at the end of the presentation for students to ask questions.
6. Committee members should report promptly to the committee chairperson about acceptances along with needed information about each speaker. Committee members should turn in the names of the speakers agreeing to come to Career Day at least three weeks prior to the event.
7. Committee assignments to write thank-you letters to speakers should be made at this time.
8. Arrange for physical setup of rooms, etc., to ensure that seating arrangements will accommodate the number of students indicated by the Career Day Planning Questionnaire.
9. Have programs printed (proofread carefully to ensure accuracy on proper names and job titles of speakers).
10. See that Junior Guides know their duties in escorting speakers to proper rooms, handing out programs, etc.
11. Make arrangements with the school’s audiovisual personnel to take some of the presentations in each interest area. This is an excellent method of developing a file of occupational tapes for future student use.
12. Continue to develop interest and advertise your Career Day by sending news releases to your local media — newspaper and radio/television stations.

### Sample Confirmation Letter to Speakers

Note: Letter should be sent on school letterhead.

(Date)

(Name)  
(Title)  
(Company)  
(Address)  
(City), (State) (ZIP)

Dear Ms. or Mr. (Last Name):

Thank you for agreeing to come to \_\_\_\_\_ High School during our Career Day to speak to \_\_\_\_\_ grade students about your career as a \_\_\_\_\_. Please emphasize any school subjects that are especially needed in your career.

I was pleased that you plan to use a video as an introduction to your talk. I will arrange to have a VCR and TV available for your use.

Our students will enjoy seeing samples of your work that you plan to bring. I am enclosing a copy of Speaking to Students About Your Career and Student Characteristics with this letter. These handouts may help you as you design your presentation and determine what type of information you wish to share with our students. Please allow time at the end of your presentation for students to ask questions.

We have scheduled your Career Day presentation as follows:

Date: \_\_\_\_\_ High School  
Time: \_\_\_\_\_ – \_\_\_\_\_ (address) \_\_\_\_\_  
Time: \_\_\_\_\_ – \_\_\_\_\_ (city) \_\_\_\_\_  
Time: \_\_\_\_\_ – \_\_\_\_\_

When you arrive, please report to the check-in desk in the main lobby. Students will be waiting to escort you to the correct classroom. We have arranged time for you to have a break and refreshments between your presentation.

To locate our high school, come east on Highway 270, turn south (right) onto Highway 9, then turn west (right) onto Broadway Avenue. The building is located on the north (right) side of the street.

Again, thank you for your willingness to participate in our Career Day. The students will benefit greatly from being able to learn about your career. If you have any questions, please call me at (telephone number).

Sincerely,

(Name)  
(Title)



### Career Day Sample Memo to Teachers

To: All Teachers

From: Principal

Subject: Career Day

Teachers, we share your excitement about the Career Day scheduled on (day and time). Please remind your students to be on their best behavior while we have visitors. Explain to them that our speakers have arranged their work schedules so that they can spend time with us. Ask your students to:

- Be courteous and pleasant.
- Be helpful — offer to help our guests with any equipment needed for their presentations.
- Be on time to each session.
- Give the speakers their undivided attention.
- Ask questions, but don't take all of the speaker's time. (Give students a list of appropriate questions. These questions will help the students get the information they need to know about the career.)
- Ask only for the beginning salary range of the occupation — never ask about the speaker's salary.

## Sample Career Day News Release

Note: Please modify the sample release according to the purpose and theme of the Career Day

### CAREER DAY PLANNED FOR LOCAL STUDENTS

\_\_\_\_\_ Public Schools  
Current Date  
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#### FOR IMMEDIATE RELEASE

Contact Person:

Phone:

A Career Day for all K-12 students in the \_\_\_\_\_ Public Schools is planned for \_\_\_\_ (Month) \_\_\_\_ (Day) \_\_\_\_\_. Each middle school and high school student will have the opportunity to hear three nontraditional career speakers from the community. Approximately 21 career speakers, each representing a different career, will participate in this event.

\_\_\_\_\_, who serves on the School Board Advisory Council, said, "Last spring we held our first Career Day. It was so popular with both students and teachers that we are offering it again this year. We believe it plays an important role in our students' career development. The career speakers help our student see that the school subjects they are studying now are very relevant to their success in their future jobs."

Elementary students will also hear about careers. Many of their parents have volunteers to present information about their jobs. \_\_\_\_\_ (Teacher's Name) \_\_\_\_\_, fourth grade teacher, will be in charge of organizing the career poster and poetry contest for students, judging entries, and submitting winners in the statewide content.

Career Development will receive emphasis throughout the year in the \_\_\_\_\_ Public Schools. The Oklahoma Career Search computer program has been purchased and installed in various locations at the high school.

### Sample Career Day News Release (continued)

\_\_\_\_\_ Public Schools

Career Day

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This year's goal is to target all eighth-graders and eleventh-graders by having them complete the career search.

Teachers in \_\_\_\_\_ Public Schools say they want to be responsive to the needs of the students, make education more relevant to the workplace, and increase the ability of the students to apply what they learn to real life situations. The implementation of the entire career development project will take up to five years.

## Thank-You Letter for Speakers

School Letterhead

Address

Dear Mr./Ms. \_\_\_\_\_;

The students of \_\_\_\_\_ would like to thank you for arranging your schedule to spend time with us at our Career Day on \_\_\_\_\_. Your willingness to share information with our staff and students about your career was one of the main ingredients in making our Career Day a success.

Our students appreciate your interest in our efforts to learn more about careers and the world of work. In fact, we hope we can call on you again to share more of your experiences with us.

Again, thank you for your assistance.

Sincerely,

## Speaking to Students About Your Career

The following information should help you prepare for the Career Day. Be sure and allow time for students to ask questions about your career. If you work in a nontraditional career, be prepared to answer students' questions about your career choice and any barriers you may have encountered along the way.

**Purpose:** Provides students an opportunity to interview adults about their careers.  
Develops an awareness of the world of work. Shows the students how their school work relates to work as an adult

**Attire:** Wear the uniform or clothes you normally wear to work. Explain its purpose and value (including any safety equipment worn).

**Tools, Equipment, Samples of Work:**  
If possible, bring items that you use in your job and have a "show and tell" during your presentation. The use of slides, films, charts, and actual tools or even the blackboard will add visual interest to your presentation.

**Terminology:** The students will be interested in terminology used on your job. Remember that it will have to be explained.

**Tips:**

1. In explaining your work, remember that a job title often means little to the students. It is better to describe your work and give examples of what you do.
2. Actively involve the students in your presentation if you can. You may ask them to participate in a task or assist in a demonstration, or you can simply direct questions to them. No matter what age level you're working with, you'll find you get a much better response if the students can do something, rather than just listen.
3. Watch the students and if they become restless, involve them or ask them a question.
4. Make this simple statement at the beginning of your presentation: "Be sure to ask any questions as soon as you think of them." This will eliminate confusion on the part of the students.
5. Any "handout" material you bring should be distributed at the end of your presentation unless the material is needed during the presentation. You can then ask the students to put it aside when it has been used. Allowing time at the end of the presentation to circulate any items you may have brought will help you avoid the risk of competing with your own materials.

### **Career Information File**

Use this sheet to record information about careers.

1. Describe a typical day on this job.
  
  
  
  
  
  
  
  
  
  
2. What school subjects are used in this job?
  
  
  
  
  
  
  
  
  
  
3. Why did you choose this career?
  
  
  
  
  
  
  
  
  
  
4. What do you like about your job?
  
  
  
  
  
  
  
  
  
  
5. What kind of special training and skills do you need for this job?

## Student Characteristics

Students have certain characteristics associated with their age and level of development. The following characteristics may be used as guidelines to help you prepare your career presentations.

### Students: Kindergarten – Grade 3

- ✓ Has limited attention span (15-20 minutes for one activity)
- ✓ Views experiences in relation to self (views experiences as revolving around self)
- ✓ Has limited vocabulary — needs explanations in simple, concrete terms
- ✓ Experiences center around home and school
- ✓ Is learning basic skills
- ✓ Enjoys doing simple tasks, likes “to work”
- ✓ Needs to see the relationship between the world of work and school

### Students: Grades 4 – 6

- ✓ Has somewhat longer attention span of 20-30 minutes for one activity
- ✓ Views experiences in relation to self and others
- ✓ Has expanding vocabulary but still needs explanation in simple terms
- ✓ Has previous experiences centered on home, school, and community
- ✓ Is working to refine basic skills
- ✓ Is realizing “it’s a big world out there”
- ✓ Enjoys doing a work task
- ✓ Needs to see the relationship between school and the world of work

### Students: Grades 7 – 8

- ✓ Has attention span of up to 30 minutes for one activity
- ✓ Needs specific information about education and training, requirements for jobs, relevance of school subjects, and importance of attendance and attitudes
- ✓ Needs to ask questions
- ✓ Needs information on occupational descriptions, salary range, job ladder, and entry-level requirements
- ✓ Has vocabulary of young adult, but still does not understand technical terms

### Students: Grades 9 – 12

- ✓ Has expressed interest in several career fields
- ✓ Is mature enough to do individual exploration of self and career fields
- ✓ Needs a chance to “get the feel of a job” through shadowing, field trips, co-op education, apprenticeships, etc.
- ✓ Would gain insight into a particular job through shadowing, field trips, etc.
- ✓ Needs to relate school subjects to real work situations
- ✓ Has vocabulary approaching adult level but needs explanation of technical terms

### Suggestions for Teachers

1. Teachers should be in their rooms at least 15-20 minutes before the speaker and students arrive.
2. Make sure that there are enough chairs to seat everyone.
3. As the room host, you are responsible for introducing the speakers and keeping them on an appropriate time schedule for their presentations. Ask each speaker to allow time for questions. Please remain in the room during the presentation.
4. Please post a list of students for each session outside your door.,
5. Be sure to check roll.
6. After each session, remind the speakers that refreshments are available.
7. To stimulate discussion, assign students to ask questions. This will prevent one student from monopolizing the session. Suggested questions for elementary, middle school/junior high, and high school students are shown on the next three pages.
8. Please express the school appreciation to the speakers for their participation in the Career Day activities.



## Career Day Evaluation for Speakers

Speakers, please help us evaluate this year's Career Day. Your input will help us plan next year's event. Thank you.

	Agree			Disagree	
1. The Career Day was well organized.	5	4	3	2	1
2. Students generally seemed interested in your presentation.	5	4	3	2	1
3. Students asked questions that were relevant to your subject.	5	4	3	2	1
4. The Career Day met your expectations.	5	4	3	2	1
5. Would you suggest we follow the same Career Day format next year?	5	4	3	2	1
6. Were the facilities adequate for your activity?	5	4	3	2	1
7. Would you be willing to participate in the following activity in the future?					
Career Day for next year?	_____ yes		_____ no		
Classroom speaker during the year	_____ yes		_____ no		
If so, what class? _____					
Allow field trips to your business. If so, what time of day? _____	_____ yes		_____ no		
Provide pamphlets or brochures to the counseling office?	_____ yes		_____ no		

(Optional)

Name \_\_\_\_\_ Title \_\_\_\_\_

Company \_\_\_\_\_

Address \_\_\_\_\_ ZIP \_\_\_\_\_

Phone \_\_\_\_\_ Extension \_\_\_\_\_

### Career Day Evaluation for Teachers

Teachers, please help us evaluate this year's Career Day. Your input will help us plan next year's event. Thank you.

	Agree			Disagree	
1. The Career Day was well organized.	5	4	3	2	1
2. Students were interested in the presentations.	5	4	3	2	1
3. Was the speaker in your room prepared?	5	4	3	2	1
4. Did the speaker in your room answer questions from the students satisfactorily?	5	4	3	2	1
5. Did the speaker in your room have some type of hands-on demonstration or activity for the students?	5	4	3	2	1
6. Would you suggest we follow the same format next year?	5	4	3	2	1
7. What can we do better? _____					
_____					
_____					
_____					
_____					
8. Additional comments? _____					
_____					
_____					
_____					
_____					

### Career Day Evaluation for Students

Students, please help us evaluate this year's Career Day and plan for next year by completing this form. Thank you for your comments.

	Agree		Disagree		
	5	4	3	2	1
1. The Career Day gave me an opportunity to explore my career interest.					
2. The first session was very informative. The career field was _____					
3. The second session was very informative. The career field was _____					
4. The third session was very informative. The career field was _____					
5. Did you learn things you wanted to know from today's session?					
6. What other information would you like to receive from the speakers next year?					
_____					
_____					
_____					
7. How can your counselor or teacher help you continue your search for a career?					
_____					
_____					
_____					
_____					

Name \_\_\_\_\_ Date \_\_\_\_\_